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ABSTRACT

This study examined the effect of higher and lower self-acceptance on the ratings of three candidate types: "traditional" woman, "feminist" and sex-unspecified. The subjects were 81 Counseling Center Directors, Associate Directors, and Assistant Directors. Self acceptance was measured by the Phillips self-acceptance scale. Candidates were rated on six variables; each was a five-point Likert type scale. The results of 2 x 3 analyses of variance disclosed that subjects with higher self-acceptance are more likely to evaluate all candidates as more competent to help clients. The "feminist" candidate was rated significantly higher than the other two candidates on potential to deal with a wide range of emotional problems and preparation to develop outreach programs. (Author)

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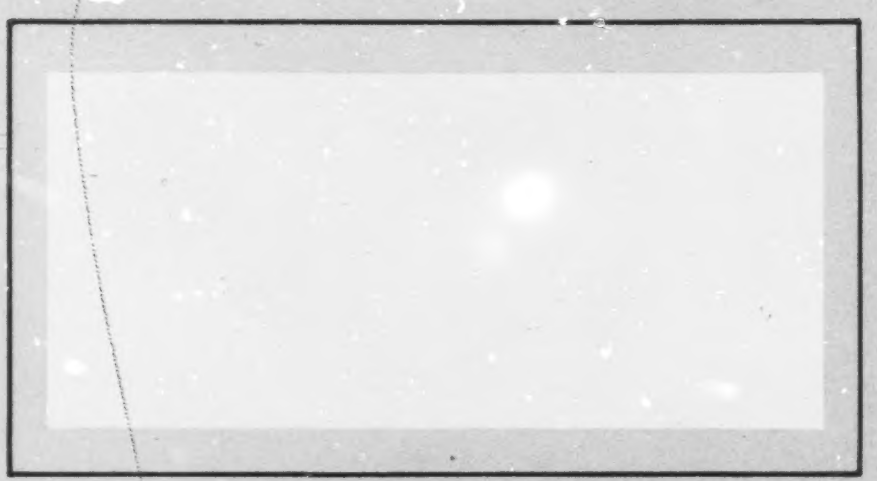

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The cover depicts man's striving toward unity of personality, represented by the magic circle, or mandala.

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A STUDY OF COUNSELING CENTER HIRING PRACTICES:
What does it take for a woman to be hired?

By
Karen G. Kitchener, John G. Corazzini, Lois Huebner
Colorado State University

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ABSTRACT

This study examined the effect of higher and lower self-acceptance on the ratings of three candidate types: "traditional" woman, "feminist" and sex-unspecified. The subjects were 81 Counseling Center Directors, Associate Directors, and Assistant Directors. Self-acceptance was measured by the Phillips self-acceptance scale. Candidates were rated on 6 variables; each was a 5-point likert type scale. The results of 2 x 3 analyses of variance disclosed that subjects with higher self-acceptance are more likely to evaluate all candidates as more competent to help clients. The "feminist" candidate was rated significantly higher than the other two candidates on potential to deal with a wide range of emotional problems and preparation to develop outreach programs.

A STUDY OF COUNSELING CENTER HIRING PRACTICES:
What does it take for a woman to be hired?

In the last ten years, several studies have examined the employment patterns and professional status of women doctorates. Both formal and informal charges (Astin, 1969; Fley, 1974) have been made that discrimination against women exists in hiring practices and continues after appointment.

Within psychology, Astin (1972) documented that women psychologists are paid lower salaries than their male colleagues and receive less recognition in the form of high rank and tenure. This finding held when merit considerations (length of service, level of degree, institution granting the degree, and publications) were considered. In looking at the number of publications as a measure of productivity in the sciences, social sciences, humanities and education, Simon, Clark and Galway (1973) found that the differences between men and women were slight. In the field of psychology, Guyer and Fidell (1973) reported that women psychologists publish significantly less than men psychologists do at the highest two levels of academic appointment. At lower levels the difference was small, and if anything, marginally in the favor of women.

Contrary to the idea that women found jobs more easily than men did in the tightening job market between 1960 and 1970, Astin (1972) found the opposite to be the case. While the percentage of new male psychologists reporting they had job contracts in any area dropped 4% from 82% to 78%, the decrease for new female psychologists was from 73% to 65%, or 8%. Astin's figures also indicate that a slightly higher percentage of women doctorates in psychology (20% in 1970) reported that they were seeking employment but had no prospects than did women in the combined fields of Anthropology, Sociology and History (17% in 1970). Astin (1972) also reported that of those women who indicated having job contracts, 82% had employment plans in education, 3% in business or industry, 6% in government, 4% in a non-profit organization, and 5% reported "other." These figures compare to 63% of male graduates reporting job contacts with an educational institution,

16% with business or industry, 10% with the government, 3% with non-profit organizations, and 3% reported "other." These figures indicate that most educational institutions are a major employer of doctorates with women doctorates seeming to prefer these institutions at a high rate.

The American Psychological Association (APA) Task Force on the status of women (1973) reported that, despite guidelines distributed to psychology department chairpersons recommending improvements in the status of women, the position of women in this field has not changed perceptively since a 1971 survey. The Task Force noted that only 10% of the faculty in psychology departments were women even though one-fourth of the current doctorates in psychology are awarded to women. This finding is of special concern in light of Astin's (1971) figures which indicate that women are heavily invested in finding jobs in educational institutions. The Task Force also pointed out that one-third of the departments responding to a question about median salaries indicated that women were paid less than men at every academic rank except instructor. It should be noted, however, that the Task Force report did not look at how many nor the proportion of men to women who applied for positions on psychology faculties. Since Astin's report also failed to indicate whether there is a percentage of women and men graduates who do not apply for jobs at all, it is not clear whether clear discrimination exists.

Two recent studies (Lewin and Duchin, 1971; Fidell, 1970) have specifically examined employer discrimination as it relates to rating of candidates vitas or descriptions of potential candidates. Although both failed to find significant differences between male and female candidates they do report trends which seem to favor males. Fidell (1970) found women candidates received a greater number of offers at the level of Assistant Professor or lower, while the mode for men with identical credentials was Associate Professor. There were no offers for women at full Professor but several of the men received such offers.

Despite the number of studies examining the status of women doctorates and discrimination in hiring practices, few clear conclusions can be drawn and none have examined the hiring practices in university and college counseling centers. With the increase in the number of female students and a concomitant change in women's roles and consciousness, it would seem that Counseling Center administrators would be seeking out resources for these students. In fact, the Ad Hoc Committee on Women and Counseling from Division 17 of APA (1974) reported that women made up 39% of the counseling center staff at universities with APA approved programs in counseling psychology. This report also indicated that at least 8 out of the 13 responding centers offered special services for women. No attempt has been made, however, to examine what criteria counseling centers use to evaluate the credentials of women candidates or if the candidates are evaluated equitably. Two questions arise as a result: (1) Are counseling center administrative personnel more likely to look favorably on a male (vita without reference to sex of candidate) or female candidate with equally sound skills and credentials, and (2) How will counseling center administrative personnel rate a female candidate who identifies with the women's movement and has special skill in programming for women (feminist), in comparison to a woman without such experience (traditional) or a candidate with sex unspecified?

Although Lewin and Duchan (1971) related demographic data to bias in hiring practices, no studies have examined the relationship of personality variables to ratings of women candidates. In the past, several theorists (Rogers, 1951; Fromm, 1939; Horney, 1937) have postulated a relationship between attitudes toward self and attitudes toward others. Wylie, in a summary of major theoretical statements about the relationship of self and behavior, remarks that "evaluation of others is a positive function of one's own level of self-evaluation (1968.)" Wylie (1961) cites 21 studies which have related level of self-regard and regard manifested

toward others. She concluded that "on the whole, the evidence supports the hyopthesized assocation between acceptance of self and acceptance of others (1961, p. 240)."

On the basis of previous research the present study hypothesizes:

1. Counseling center administrative personnel who have high self-acceptance will rate all candidates higher than will those with low self-acceptance.

2. There will be an insignificant difference between a traditional woman candidate, a sex-unspecified (control) candidate, and a feminist candidate.

3. There will be an interaction effect between self-acceptance and candidate rating.

Method

Subjects

A random sample of 180 male directors, associate directors, and assistant directors of counseling centers was drawn from the master mailing list of the Counseling Center Directors Conference for 1972. Only those on the permanent mailing list were included. Eight of the subjects included in the original sample could not be located by mail reducing the sample to 172. Ninety-nine responses (58% return) were received. Of these, eight were unusable because of a coding error, six were returned after the cut-off date, and two were discarded because of incomplete data, making a sample of 81 or 47%.

Procedure

In March of 1974 the original 180 subjects were randomly assigned to one of three groups. One-third of the subjects were sent a vita describing a "traditional" female candidate (Appendix A), one-third were sent a vita describing a "feminist" candidate (Appendix B), and one-third were sent a vita describing a sex-unspecified (control) candidate. The vita of the "traditional" candidate was identified by a female first name, while only initials identified the candidate with sex unspecified. The "feminist" candidate's vita was identical to the other

two in all aspects except that it indicated active membership in the National Organization of Women (NOW), the campus organization for faculty women, and that she had led therapy groups for women. In addition, her research interests focused on women and sex discrimination, and one of her publications related to women. Although the "traditional" and control candidates had comparable experiences, none of them were directly related to women or to sex discrimination.

Along with the candidate's vita, each subject was sent and asked to fill out a candidate rating sheet (Appendix C) and the Phillips self-acceptance scale (Appendix D). In an attempt to disguise the nature of the study, a letter accompanied the material which described the study as one of "decision making styles." A return envelope for the ranking sheet and the self-acceptance scale answer sheet was also included. A follow-up letter encouraging subjects to fill out and return the materials was mailed three weeks after the original mailing.

Instruments

The candidate rating sheet was composed of six items descriptive of candidate competencies and potential which were to be rated on a Likert type scale of one through five (excellent to poor). Subjects' instructions were to rate the candidate on each of the items as if there were an opening in their counseling center. The six items were as follows: (1) potential to deal with a wide range of emotional problems, (2) familiarity with vocational development and the use of vocational tests, (3) overall ability to deal with counseling center clients, and (4) preparation to develop outreach programs. In addition, the subjects were asked to rate (5) their own likelihood of voting for the candidate, and (6) the candidate's apparent ability to interact with their staff.

The subjects were also asked to complete the Phillips Self-Acceptance Scale (Robinson and Shafer, 1973). The scale consists of 25 items each of which is rated on a five-point scale. Scores can range from 25 to 125 with a low score

indicating high self-acceptance. Phillips (1951) reported correlations of .51 and .74 between acceptance of self and acceptance of others. Omewake (1954) found high correlations between the Phillips self-acceptance scale and other scales of self-acceptance. In an attempt to disguise the nature of the questionnaire in line with the supposed topic of the study, it was entitled "A Decision Making Questionnaire" and seven filler items relating to decision making were included with Phillips items. The Phillips Self-Acceptance Scale items with the seven filler items dropped was used to divide the sample into relative high and low self-acceptance groups.

Design

The data were analyzed in a two by three analysis of variance paradigm with high and low self-acceptance scores being varied by candidate type: feminist, traditional, and sex unspecified (control). Seven analyses were done using Veldman's (1967) AVAR 23 program. The analyses were done on each variable on which the candidates were rated plus a final mean rating derived from averaging the first six scores. Significant results on the overall analysis of variance were followed up with Scheffe's F tests of both pairwise and non-pairwise comparisons.

Subjects were divided into high and low classifications on the basis of their self-acceptance scores (Phillips self-acceptance questionnaire). The median score of 50 for this sample was used as the division point. Subjects with scores of 51 and greater were classified as having lower self-acceptance while subjects with scores of 50 and less were classified as having higher self-acceptance. With this division 40 subjects were classified as having higher self-acceptance and 41 subjects as having lower self-acceptance. Analyzed according to candidate type, 29 subjects had rated the "feminist" vita, 27 had rated the "traditional" vita and 25 had rated the control vita.

Results

The two way analysis of variance (high-low self-acceptance by "feminist," "traditional" or sex-unspecified [control] candidate type) yielded four significant F ratios as reported in Table 1.

TABLE 1

Summary of Significant F-scores for Levels of Self-acceptance and Candidate Types Using Candidate Ratings as Criteria

Item	Source	MS	df	F	P
1	(Counseling Skill)				
	Candidate type (A)	1.940	2	1.8931	.1557
	Self-acceptance (B)	1.536	1	6.0176	.0157**
	A x B	4.883	2	1.0752	.3473
	Within	.811	75		
3	(Potential for Working With Clients)				
	Candidate type (A)	3.803	2	5.4743	.0063**
	Self-acceptance (B)	3.332	1	4.7955	.0297*
	A x B	.997	2	1.4353	.2433
	Within	.695	75		
4	(Preparation for Developing Outreach Programs)				
	Candidate type (A)	4.438	2	3.0312	.0527*
	Self-acceptance (B)	.596	1	.4074	.5323
	A x B	3.327	2	2.2724	.1081
	Within	1.464	75		

*Indicates significant F with $p<.05$
**Indicates significant F with $p<.01$

There was a significant F ratio for self-acceptance (B effect) on candidate ratings for items 1 and 3, with subjects having higher self-acceptance rating all candidates significantly higher than did persons with lower self-acceptance on the "candidate's potential to deal with a wide range of emotional problems" ($p<.01$)

and on the "candidates overall ability to deal with the counseling center clients" ($p<.05$).

In addition, significant F ratios were obtained on the variable of candidate type (A effect) on items 1 and 4: the candidate's potential to deal with a wide range of emotional problems" ($p<.01$) and on "preparation to develop outreach programs" ($p<.05$).

On the item rating the candidate's potential to deal with a wide range of emotional problems, a posteriori Scheffe's tests of both pairwise and non-pairwise comparisons revealed a significant difference between the ratings of the "feminist" and "traditional" candidates with the "feminist" candidate rated more positively ($F=12.19$, $p<.01$). No other comparisons were significant for this item. On item 4, dealing with the candidate's preparation to develop outreach programs, Scheffe's tests of pairwise and non-pairwise comparisons revealed a significant difference between the ratings given the control (sex-unspecified) and "feminist" candidates, with the "feminist" candidate rated more positively ($F=6.18$, $p<.05$).

Discussion

Although the response rate was only 47%, allowing for the possibility of bias, it is important to note that in this sample of counseling center administrative personnel, those who have higher self-acceptance rate all candidates higher than those with lower self-acceptance. This finding partially supports hypothesis 1. The items (1 and 3) on which higher self-acceptance predicts higher candidate ratings were those which relate directly to the helping aspects of the counseling profession. Perhaps those in counseling center administrative positions who are more accepting of themselves are more likely to evaluate others more positively on the "human" dimensions of counselor functioning.

It is important to note that the Phillips Self-Acceptance Scale has no normative data. Since the possible range of scores on the P hillips is between 25

and 125 and the range in this sample was between 33 and 81 with a median of 50, it is highly probable that the study dealt with a select sub-sample. With such a truncated sample it is less likely that self-acceptance would have predicitve value, and it becomes highly significant that it did have predicitive value on items 1 and 3.

As hypothesized on the basis of previous studies (Lewin & Duchan, 1971; Fidell, 1970), the traditional candidate and candidate with sex-unspecified (control) were not significantly different. Of interest, however, was the finding that the "feminist" was rated significantly higher by this sample than the other two candidates both on her "potential to deal with a wide range of emotional problems" and her "potential to develop outreach programs." In the comments section of the candidate ranking sheet the "feminist" candidate was described as "looking good on paper," having a "good balance between experience and research," and having good practicum experiences. The candidate with sex-unspecified (control), in contrast, was described as having "limited experience," "needing more outreach experience," and having a "very average vita." It seems that candidates having "feminist" credentials and experiences are evaluated more highly in some areas than either traditional women or candidates with sex unspecified. In this era of increased interest in counseling women and emphasis on women's programs, perhaps women who have specific skills in these areas are perceived as being more valuable to counseling centers. This may also indicate a tendency on the part of counseling center administrative personnel to respond to the changing presence and roles of women on campuses.

It is interesting to note that the "feminist" candidate was not rated significantly higher on those items relating specifically to hiring the candidate and her ability to function with the subject's staff (items 5 and 6). Although the feminist candidate was rated significantly higher on two areas directly related

to service, her chances to be hired were no better than the other candidates, and, in fact, questions were raised about how well she would function as a staff member. This contradiction may reflect some concern with hiring a "feminist" as four subjects mentioned. The question remains: What will facilitate the hiring of women in counseling centers who have expertise and interest in responding to women's needs on campuses?

It needs to be noted that a block of comments constant across all candidate types did refer to insufficient information on which to rate items 5 and 6. Several subjects mentioned the need for letters of recommendation, transcripts, a personal interview, and/or a letter from the candidate. The perception of a lack of information may have influenced subjects to rate all candidates lower on these two items, decreasing the probability of significant findings.

The results of this study suggest the need for further research into counseling center hiring practices, especially as they relate to women. In such a study including more information on the candidate, letters of recommendation, a transcript, and a statement of the candidate's personal philosophy might eliminate a response bias caused by lack of sufficient data and make the results more conclusive. Many questions have yet to be answered relating to the hiring of women. Some of these proportions are: what of job applicants in any particular area are women, and, proportionately, how many are being hired? If women are applying for jobs why are they not being hired; do they have poorer credentials or interviewing skills or are they really discriminated against? Last, what do counseling center administrative personnel, or others in a position to hire women, look for when reviewing the credentials of a woman applicant?

APPENDIX A

Traditional and Control Candidate Vita

Name: JoAnn D.

Birthdate: January 15, 1945
Marital Status: Single

Home Address: 1615 Primrose
College Park, Md.

Office Address: Counseling Center
University of Maryland
College Park, Md.

Telephone: Home: 483-7506
Office: 882-6634

Education:

Ph.D.	Expected June, 1974	Counseling Psychology, Univ. of Maryland
M.S.	June, 1972	Counseling Psychology, Univ. of Maryland
B.A.	June, 1968	Psychology, University of Missouri
	Sept. 1963	History, California State College, Los Angeles, California

Related Experience:

Sept. 1973 - June 1974	Internship, Counseling Center, Michigan State University. Responsibilities: personal and vocational, saw 14-16 clients a week, co-led one ongoing therapy group, led communications skills groups, organized and offered human relations training for Residence Hall Assistants, led behavior modification groups for test anxiety and social anxiety.
Aug. 1972-1973	Staff Psychologist, Prince George's County Mental Health Center (12-15 hrs. per week). Responsibilities: psychological testing and evaluation for center's clients including those referred from Welfare and other agencies; behavior mod with children and adolescents, individual and group therapy.
Aug. 1972 - June 1973	Advanced Practicum, Counseling Center, Univ. of Maryland. Responsibilities: individual counseling with students; problems were both personal and vocational, supervised beginning practicum student.
Aug. 1972 - June 1973	Graduate Research Assistant, Counseling services Univ. of Maryland. Responsibilities: research and collection of information regarding the learning of empathy in a group setting on ethics and professional problems of new counselors. Vice President of Psychology Graduate Students Association.

Sept. 1972 - Present	Student member to ACPA Executive Council. Contributor to Guidepost.
Sept. 1971 - June 1972	Counselor, Counseling Center, Univ. of Maryland. Responsibilities: individual and group therapy, intakes, testing and several co-therapy experiences.
April 1972	Professional workshop in Gestalt therapy, James Semkin, Ph.D., Instructor.
Oct. 1971	Professional workshop in Behavior Therapy techniques, Roger Hall, Ph.D., Coordinator and Instructor.
Sept. 1969 - June 1970	Grad. Teaching Assistant, Abnormal Psych. Wrote and graded exams, led discussion groups.

Professional Organizations:

APA - Journal member
ACPA - Student member
APGA - Student member

Research Interests:

D., J. & Hoffner, L. Exploring vocational interests without sex bias. Journal of College Student Personnel, (Accepted for publication).

D., J. The use of marathon groups in a college counseling center, unpublished manuscript, 1972.

Research interests: Learning of empathy in a group setting, variables affecting change in therapy groups; professional problems and ethics of new counselors.

Dissertation Topic:

D., J. Measuring Empathy in a Group Setting.

APPENDIX B

Feminist Candidate Vita

Name: JoAnn D.

Birthdate: January 15, 1945
Marital Status: Single

Home Address: 1615 Primrose
College Park, Md.

Office Address: Counseling Center
University of Maryland
College Park, Md.

Telephone: Home: 483-7506
Office: 882-6634

Education:

Ph.D.	Expected June, 1974	Counseling Psychology, Univ. of Maryland
M.S.	June, 1972	Counseling Psychology, Univ. of Maryland
B.A.	June, 1968	Psychology, University of Missouri
	Sept. 1963	History, California State College, Los Angeles, California

Related Experience:

Sept. 1973 - June 1974 — Internship, Counseling Center, Michigan State University. Responsibilities: personal and vocational, saw 14-16 clients a week, co-led one ongoing therapy group, led consciousness raising groups for women, organized and offered human relations training for Residence Hall Assistants, led behavior modification groups for test anxiety and social anxiety.

Aug. 1972-1973 — Staff Psychologist, Prince George's County Mental Health Center (12-15 hrs. per week). Responsibilities: psychological testing and evaluation for center's clients including those referred from Welfare and other agencies; behavior mod with children and adolescents, individual and group therapy.

Aug. 1972 - June 1973 — Advanced Practicum, Counseling Center, University of Maryland. Responsibilities: individual counseling with students; problems were both personal and vocational, supervised beginning practicum student.

Aug. 1972 - June 1973 — Graduate Research Assistant, Counseling Services, University of Maryland. Responsibilities: research and collection of information on areas relating to woman psychologists' roles, sex differences, special needs of women clients and professional problems related to sex and minority discrimination, Vice President of University Faculty Women's Caucus with emphasis on salary inequities.

Sept. 1972 - Present	Student representative to American Personnel and Guidance Association's Commission on Women. Co-editor of Newsletter for APGA Women's Caucus.
Sept. 1971 - June 1972	Counselor, Counseling Center, University of Maryland. Responsibilities: individual and group therapy, intakes, testing and several co-therapy experiences.
April 1972	Professional workshop in Gestalt therapy, James Semkin, Ph.D., Instructor.
Oct. 1971	Professional workshop in Behavior Therapy techniques, Roger Hall, Ph.D., Coordinator and Instructor.
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APA - Journal member
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Research interests: learning of empathy in a group setting, variables affecting change in therapy groups; vocational aspirations among women.

Dissertation Topic:

D., J. Measuring Empathy in a Group Setting.

APPENDIX C

Candidate Rating Sheet

Attached you will find the vita of a hypothetical candidate for a position as a counseling psychologist. Assuming a position was open in the counseling center in which you are employed and this candidate applied, rank the candidate on each of the following items:

	Excellent Poor
1. Assessment of the candidate's potential counseling skills and techniques to deal with a wide range of emotional problems.	/___/___/___/___/___/___/
2. The candidate's apparent familiarity with vocational development use of tests in vocational counseling	/___/___/___/___/___/___/
3. Your overall rating of the candidate's potential in dealing with counseling center clients.	/___/___/___/___/___/___/
4. The candidate's apparent preparation in the area of developing outreach programs	/___/___/___/___/___/___/
5. If you were voting to hire this candidate, what are the chances you would vote for this candidate?	/___/___/___/___/___/___/
6. How well do you feel this candidate could interact and function with your staff?	/___/___/___/___/___/___/

COMMENTS:

RATER_____

APPENDIX D

DECISION-MAKING QUESTIONNAIRE

Please respond to each of the following items using the attached answer sheet. Read each item and then respond to it based on whether it is true of yourself or not. Responses are to be made on a five point scale, from "not at all true" (1) to "completely true" (5). Remember, there are no correct or incorrect responses. We are merely interested in your own self-perceptions. It should take about 20 minutes to complete the questionnaire. Thank you.

1. My own decisions regarding problems I face do not turn out to be good ones.
2. When I have money, I like to invest it in business ventures.
3. I find that I feel the need to make excuses or apologize for my behavior.
4. If someone criticizes me to my face it makes me feel very low and worthless.
5. I change my opinion (or the way I do things) in order to please someone else.
6. I regret my own past action I have taken when I find that my behavior has hurt someone else.
7. I would be willing to take a chance by accepting a job I know nothing about.
8. It worries me to think that some of my friends or acquaintances may dislike me.
9. I feel inferior as a person to some of my friends.
10. I do not blame a person for taking advantage of someone who lays himself open for it.
11. I have to be careful at parties and social gatherings for fear I will do or say things that others won't like.
12. It bothers me because I cannot make up my mind soon enough or fast enough.
13. I feel that I have very little to contribute to the welfare of others.
14. I feel that I might be a failure if I don't make certain changes in my behavior (or my life).
15. I have several times given up doing a thing because I thought too little of my own ability.
16. It takes me several days or longer to get over a failure that I have experienced.
17. When meeting a person for the first time I have trouble telling whether he or she likes (or dislikes) me.

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